

A Ministerial Statement on
New Directions in Physical Education
by the Hon. Norman Lacy, M.P.
Minister of Educational Services



Physical Education
DO IT DAILY!

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Melbourne, 17 September 1981

I wish to make a Ministerial Statement on the implementation of the Physical Education Policy.

Progress to Date

Since announcing the new Physical Education Policy for State government schools on the 20th of January, 1981, considerable progress has taken place towards the implementation of the policy.

I was delighted with the extensive media and community interest in the policy initiative. While many reactions clearly indicated possible difficulties in implementation, the general and widespread support from professional organisations, educators, parents, and the community was excellent.

Basically, the policy objective now is to ensure that physical education is a core subject in all schools with a prescribed time allocation of thirty minutes per school day (slightly less for Preps. to Year 2 students) of directed physical activity.

Physical education should be offered as part of the normal school day and should not be seen as an extracurricular activity. The policy initiative announced on the 20th of January, 1981, and which I will outline in this Statement, will work over the next few years to make the objective a reality in all schools.

The Physical Education Policy

The Physical Education Policy is the direct application by the Government of policies which have existed within the Education Department for some time. In addition, in so far as it is directed at the development of the human resources of this State, it is an important part of the Government's "New Directions for the Eighties" policy for Victoria.

In a statement on the 7th of September, 1979, the former Premier, Mr Hamer, said that the Victorian Government had embarked upon a policy of "...greatly increasing the emphasis on sport and physical activity in Victorian schools."

He added that "...the Government has adopted the principle that sport should be an integral part of each child's educative process and that physical fitness should be encouraged through our schools to the greatest possible extent."

The only way to make a subject of a school's curriculum integral, and to encourage it to the greatest possible extent, is to make it a core subject.

One of the initiatives of the "New Directions" policy is "to introduce new policies in education, especially in basic numeracy and literacy and physical fitness in schools." This physical education policy represents the application of part of that initiative. In addition, it has the potential of working towards the achievement of all Government initiatives through its concern for individual and community health and physical fitness. Not only will it play a significant role in enhancement of family and individual wellbeing but, through the production of a healthier work force, we will achieve a more efficient and effective utilisation of an economic wealth for the benefit of all Victorians.

Our Concern

Government concern for, and interest in, school physical education is soundly based upon expert advice and research findings which clearly identify the unique contribution that physical education can make in the schooling of all children and in raising individual

and community health status.

Children today are entering a post-industrial society characterised by sedentary living patterns, emotional stress, poor dietary habits, and a lack of physical activity.

Collectively, these factors are having a massive impact on the health of all Australians.

Most of our health problems are primarily attributed to living patterns and either the ignorance or the irresponsibility of the individual. Already more than 50 per cent of all deaths are due to diseases of the circulatory system.

Expenditure on medical services continues to increase at alarming rates without real gains in community health status. Expenditure on curative health care doubled between 1973 and 1978 and the percentage of G.N.P. being spent on medicine during that period rose from 5.9 to 7.9.

Health authorities are convinced that continued concentration on curative medical care, with its enormous costs, will make little improvement in the nation's health.

They are concluding that improvement will only be achieved by preventative measures, and, principally, by motivating individuals to take a responsible attitude to their own health care, particularly in regard to diet and physical activity.

Physical education is concerned with producing individuals who possess and present -

- motor skills which will enable the individual to function effectively in day-to-day living, and other specific motor skills which will enable the individual to participate with

enjoyment and a sense of achievement in a range of physical recreational pursuits;

- a level of physical fitness essential for a healthy life style and appropriate day-to-day living, and satisfying participation in chosen activities;
- knowledge and understanding relevant to physical activity to enable the individual to make informed decisions related to life style;
- acceptable behaviour which will enable the individual to function effectively in inter-personal relationships and as a valuable member of groups – in particular, physical activity groups; and
- positive attitudes towards health and physical activity and an appreciation of quality in human movement.

This description of the nature of physical education clearly indicates the physical educator's concern for, and involvement in, health and life style matters. It is the only subject which can develop the necessary human movement skills, knowledge, attitudes, and values pertaining to physical activity in order to equip each person to take part in a wide range of recreational pursuits.

The recognition of the true educative values of physical education and its contribution to improving health status and life style for us all is well established.

Research Conclusions

From the research available to us we can now draw the following conclusions:

1. Movement experiences are essential for a child's growth and development. Physically active young people are superior to their sedentary counterparts in the variables of strength, suppleness,

and aerobic power.

2. Postural defects and obesity are increasing in our children. Both of these serious health problems are linked to a lack of exercise as a significant causal factor.
3. Children classified as obese have a strong tendency to be obese in adolescence. It is possible to reduce the level of obesity in primary school children by introducing a meaningful daily physical activity program into the school curriculum.
4. Extra physical education at the expense of other classroom subjects does not produce a deterioration in academic performance. In fact, studies reveal that when students are subject to daily physical education programs, these students are more self-confident, independent, disciplined, happier, healthier, and fitter, along with a slight increase in academic performance and improved relationships between pupils, teachers, and parents.
5. A person's general learning potential for a given level of intelligence is increased or decreased in accordance with the degree of physical fitness; physically fit subjects consistently perform better than less fit subjects on mental tasks. We know that later conceptual and intellectual learning is dependent upon earlier motor and emotional activity.
6. A pattern of physical activity established in childhood carries through adult life. Adults least likely to be exercising are those who did not have physical education at school. The main reason for exercising was to improve health

status. Fitness awareness is highest amongst those who exercise regularly and lowest amongst those who exercise least.

7. Functional capacity as an adult appears to be partially a function of activity patterns developed during the growing years. Consequently, positive attitudes towards active participation during the formative years may have a direct bearing on adult health problems. It is justifiable in suggesting to parents that their children should eat less, eat better, and exercise more.
8. Coronary heart disease factors are prevalent in children and multiple risk factors develop at an early age. Diet and physical activity are considered as ways by which coronary heart disease intervention during early childhood can be accomplished in order to minimise the potential development of these risk factors.
9. The health benefits to the community in attempting to increase the number of persons engaged in regular physical activity are enormous. Studies reveal that those who regularly engage in vigorous physical activity suffer least from heart disease.
10. While the participation in vigorous physical activity will reduce a person's risk of coronary heart disease, the benefits of such activity are far more acute than chronic so that regularity of appropriate exercise should be incorporated into one's life style.
11. In the work force, physical fitness is positively related to work performance of various kinds and is associated with reduced

absenteeism. Since instituting physical activity programs and fitness testing for employees, many employers conclude that those employees who keep themselves fit perform better, feel better about themselves, and are able to handle stress better.

12. More and more adults are becoming interested in exercise programs as health problems associated with sedentary living become more pronounced. Awareness and education are powerful tools.
13. Regular participation in physical activity stimulates psychological activity in schoolchildren, for example, in operational thought and information searches. Research indicates that these effects take place only when the activity is strictly regulated and positioned carefully in the school day.

From all these research findings the Government has concluded that the pursuit of a healthy life style and the transmission of positive attitudes should be encouraged at an early age and habitualised through a formal educational experience.

Physical Education as a Core Subject

That physical education should be a core subject in the curriculum of all schools has been advocated over recent years by -

- leaders of government;
- health and sporting organisations;
- educationalists;
- the Curriculum Development Centre in Canberra; and
- the recent White Paper on education for Victoria.

The United Nations International Charter of Physical Education and Sport, proclaimed by Unesco in 1978, states that the practice of physical education and sport is a fundamental right for all and forms an essential element of lifelong education in the overall education system. Specifically it states that:

"Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual, and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.

"Every overall education system must assign the requisite place and importance to physical education and sport in order to establish a balance and strengthen links between physical activities and other components of education."

The Confederation of Australian Sport; the Australian Council for Health, Physical Education and Recreation; and the Victorian Sport and Recreation Council have all strongly recommended to governments, since 1978, that physical education become a core subject in the curriculum of all Victorian government schools.

In 1979, the Council of Commonwealth and State Recreation Ministers resolved to write to the Australian Education Council and to each Minister of Education in Australia to stress the importance of physical education and sport in schools. The Ministers agreed to seek from their colleagues -

- that physical education be made a core subject in all schools with appropriate minimum time being given to it;

- the provision of sufficient physical education specialist teachers in the school system to ensure that this is achieved;
- the modification of physical education degree courses to orient training more towards primary schools; and
- the construction of appropriate facilities in all schools to allow for an adequate physical education program.

The Curriculum Development Centre, in its publication in June 1980, *Core Curriculum for Australian Schools*, states that all individuals to be educated need to strive for mastery of basic learning tools and resources, including manual and other physical skills.

The Centre recommends a core curriculum for Australian schools. Among the areas of knowledge and experience it lists as core learnings is health education. It says that:

"Growing public concern over health standards of Australians, reflecting the economic and psychic costs of ill health, and the introduction of extensive and costly community health programs, suggests a need for sustained effort in school education. Health education has an immediate value and impact on students which is available to few other areas of the curriculum."

The core curriculum needs to give scope to physical, emotional, mental, and community health studies, and to provide opportunity for practical applications.

The Primary Schools Division of the Education Department, in June 1979, stated that it shared the view that "physical education should be a core component of the primary curriculum."

In 1978, a policy statement from the

Secondary Schools Division stated that all secondary school students should receive at least 180 minutes per week of physical education, plus sport and recreation.

Past Concern with Physical Education ...

A perusal of the Education Act and other Education Department curriculum documents indicates the long-established concern for the provision of physical education in government schools.

The Education Act of 1958 states that the instruction to be given in every State school shall include the teaching of health and temperance. The list of subjects to be taught includes drill, gymnastics, and swimming. These rightly form part of a physical education program, and courses of study have been produced since 1902.

The 1933 edition of the *Primary School Course of Study for Health* states that:

"Health rightly takes its place as the first objective of education in the development of a perfectly healthy mind and body, by varied physical activities, and by the inculcation of right health habits based on the necessary knowledge of physiology and anatomy..."

Since that year, the time allotments for physical education in primary schools have not altered and they range from four hours per week in Grade I to six hours per week in Grade VIII. The 1958 update of this course of study reiterates that the health of pupils should be the primary concern of the teacher. Health was seen to be linked with other subjects of the curriculum – particularly physical education.

... And Now

In the *Ministerial Statement on the Aims*

and Objectives of Education in Victoria, three specific objectives were identified. These were:

- "...to provide opportunity for students to develop, as far as possible, their academic, social, and physical potential.
- "...to foster in each student a broad range of physical, intellectual, practical, artistic, and social skills, and to extend students talented in these areas to their highest possible levels.
- "...to ensure that the aims of education are pursued in all schools through the development of a core curriculum for students generally, with the provision to individual schools to pursue locally based components to balance the school program."

It can clearly be seen, therefore, that physical education has been considered for some time to be a fundamental curriculum element. However, it is also true to say that physical education has often been neglected by both administrators and educators alike.

By declaring physical education a core curriculum component, and by pursuing policies to enable quality programs of physical education to be provided in all schools, we are aiming to ensure that this unique educational experience is available to all schoolchildren in Victoria.

The *White Paper on Strategies and Structures for Education in Victorian Government Schools* also clearly recognises the rationale for, and the nature of, the core curriculum to be developed for Victorian schools.

Given the pre-eminence of physical education in the development of educational policy and curriculum in Victoria, it is most appropriate that this emphasis should be maintained by the establishment of this physical education

policy statement, which represents the first component of the State-wide core curriculum framework referred to in the White Paper. It is asserted there that the core curriculum will set out "fundamental learnings". These are to take the form of "guidelines pointing to key objectives and to different kinds of knowledge, experience, skills, and learning which should be made available to all children."

This Physical Education Policy Statement provides the schema of outcomes which are attached to it as the guidelines for curriculum development purposes as the basis of each school's physical education program.

The "Alternatives Committee"

The declaration of the physical education policy for Victorian government schools is the culmination of ten years of detailed consideration of the matter in the Education Department and the community. The policy has been based upon consideration of a report from an expert committee, established in 1979 by me through the Curriculum Council of the Education Department.

The "Alternatives Committee", as it became known, was charged with the following tasks -

- to identify the knowledge, skills, and attitudes necessary to ensure the health and physical fitness of members of our community;
- to study within each of these three areas what should be the responsibilities of schools;
- to determine the level of schooling at which these objectives may be achieved;
- to recommend those alternative teaching arrangements that are considered most appropriate for

achieving the stated objectives;

- to consider, and make recommendations on, the facility requirements necessary to conduct satisfactory physical education programs in schools;
- to consider and make recommendations on the number of teachers required, the qualifications, and other teacher-related factors that would encourage development of physical education in the school system; and
- to make recommendations on the minimum amount of time that should be allocated to physical education in Years P to 12.

Having considered the report which I received from this committee in December, 1980, I announced the Government's new policy on the 20th of January, 1981.

And the Results

I said that physical education was to become a core subject for all students in government schools and that physical education was to be offered as part of the normal school day and not be seen as an extracurricular activity.

Time allotted to school sport would be additional to the time required for physical education. Primary students from Preps. to Level 2 will be required to participate in at least twenty minutes of physical education daily. Students in Level 3 to 6 - thirty minutes daily, and post-primary students - 200 minutes per week.

I also announced that the schema of outcomes presented in the committee report had been adopted as the guidelines for curriculum development purposes.

My statement indicated that the

appropriate qualifications for physical education teachers were to include two years of specialist training in physical education and two years of general education and teacher education. I also indicated that the use of appropriately qualified specialist teachers in a school's physical education program would be encouraged.

I said that whereas this objective had been adopted immediately for post-primary schools, a number of years would be needed to achieve such a policy in primary schools, and that we would pursue this policy by means of in-service education programs and study leave awards for interested primary teachers.

The other policy initiatives I announced were –

- to make support services, resource materials, and in-service training readily available to physical education teachers;
- to provide an adequate supply of essential equipment to each school and to introduce a system of bulk buying of other equipment;
- to ensure that principals would allocate a physical education teacher for every 210 pupils at both primary and post-primary schools;
- to continue the policy of providing access to outdoor and indoor facilities adequate for a comprehensive physical education program; and
- to continue to encourage and promote the view that physical education has a unique contribution to make to the schooling of all children.

In considering the committee's report, and in announcing the Government's policy for physical education, I was

aware that the initiatives could only be realised over a number of years. As a consequence, a policy implementation committee was established within the Education Department to effect the introduction of these policy initiatives. This committee has met regularly this year and has made considerable progress towards the implementation of the policy.

Achieving Our Policy

I now wish to indicate the practical steps we are taking to achieve this.

In respect of the timetable allocation for physical education and the provision of physical education teachers, we have decided to adopt a phasing-in process, with targets established for each year until the commencement of the 1987 school year. While an appropriate provision of specialist staff and timetable allotments for physical education exist in many schools, we are aware that, for many other schools, an immediate implementation of the policy would require substantial changes to manpower and curriculum provisions. It is for this reason that we have decided to adopt a manageable phasing-in process.

For primary schools it will mean the daily provision of thirty minutes physical education for all students (twenty minutes for Prep. to Year 2 students). This time allocation already exists in most schools and, where it does not, full discussion will be required within each school to ensure that the appropriate timetable provision is available to all children.

We have adopted a policy that physical education in primary schools should be the responsibility of both classroom teachers and designated physical education teachers. Our target is for physical education teachers to be

provided in all schools with an enrolment of 210 or more students.

For 1982, we will require the principal in schools with 210 or more students to nominate at least one teacher as the physical education teacher.

The designated specialists will co-ordinate the planning of the program and assist class teachers in the presentation of quality physical education teaching.

To achieve our target, we will require a phasing-in of additional physical education teachers until 1987.

The following table represents the phasing-in targets for primary schools.

I seek leave to have Table I incorporated into *Hansard*.

the staffing establishment ratio in primary schools from 1:22 to 1:21 in primary schools. This involves the appointment of an additional 700 primary teachers.

It is expected that next year there will be 345 700 pupils in the State's primary schools.

By the application of the present staffing formula of 1:22, approximately 16 200 primary teachers would have been employed in the formula component of primary staffing at the beginning of 1982.

As a result of the Government's decision to introduce the 1:21 staffing ratio from the beginning of 1982, approximately 16 900 teachers will be required for the formula component of staffing.

The effect of this will be that there are 700

Table I: Provision of Physical Education Teachers for Primary Schools

<i>School Size according to Student Enrolment</i>	<i>Number of Teachers Each Year</i>					
	1982	1983	1984	1985	1986	1987
210 - 420	1	1	1	1	1	1
421 - 630	1	1	1	1	1	1
631 - 840	1	1	1	2	2	2
841 - 1050	1	2	2	2	2	2
1051+	1	2	2	2	2	3

Currently there are 480 designated physical education teachers in primary schools. For 1982, approximately 268 additional designated teachers will be required. To achieve the staffing targets, an additional 224 designated teachers will be required for 1984, an additional 54 for 1985, and an additional 1 for 1987.

As a result of the 1981-82 State Budget, additional staffing resources will be made available to most primary schools. While these resources will, in some part, make possible the completion of the school-based appointments of the Special Assistance Program, they will also assist schools in the phasing-in of this physical education policy.

The Budget provides for the reduction of

teacher trainees, currently in teacher's colleges or unemployed, who will have a job from the beginning of 1982, who would not have had a job if we had not reduced the ratio.

One hundred and fifty-one of the additional 700 teachers would be required to cover the appointment of Special Assistant Resource Teachers on a half-time basis to those 302 schools which have an enrolment of between 150 and 300.

The remaining 549 teachers are available to be used to provide additional staffing provision for the implementation of our physical education policies within primary schools and for other purposes.

Table II: Provision of Specialist Staff for Post-primary Schools

<i>School Size according to Student Enrolment</i>	<i>Number of Teachers Each Year</i>					
	<i>1982</i>	<i>1983</i>	<i>1984</i>	<i>1985</i>	<i>1986</i>	<i>1987</i>
210 - 420	1	1	2	2	2	2
421 - 630	2	2	2	3	3	3
631 - 840	3	3	3	3	4	4
841 - 1050	4	4	4	4	4	5
1051+	4	5	5	5	5	6

In primary schools with fewer than 210 students the physical education teacher will usually have classroom responsibilities. In these schools we will ensure that, where required, specialist consultative and advisory services will be readily available on a district basis. We will be seeking to make appropriate arrangements for specialist teachers to be shared between small schools, where this is possible.

For post-primary schools, it is recognised that there will be a need to phase-in both the time allocation for physical education and the number of specialist staff in each school.

The target for the provision of specialist staff is to ensure that for the commencement of the 1987 school year there is in each school at least one physical education specialist for each 210 students. It is recognised that this target represents a minimum provision and that local conditions such as variations in class size and teacher workloads may require the provision of specialist staff in addition to that which is proposed. In most post-primary schools

with an enrolment of less than 210 pupils a specialist teacher of physical education may also be required. However, such teachers may have allotments in other subject areas.

While it is recognised that many schools already have sufficient physical education specialists to carry out the new policy, the following table represents the phasing-in targets for post-primary schools.

I seek leave to have Table II incorporated into *Hansard*.

The total minimum number of specialists required for 1987 will be approximately 1350. As the current number of specialists in post-primary schools totals 1215, the targets set for each year can be readily achieved.

The timetable provision for post-primary schools will ensure that students in Years 7 to 10 will be able to receive at least 150 minutes of physical education per week, and students in Years 11 and 12 120 minutes. The following table represents an appropriate phasing-in process for post-primary schools.

I seek to leave to have Table III incorporated into *Hansard*.

Table III: Timetable Provisions for Post-primary Schools

<i>Level/Year of Schooling</i>	<i>Student Allotment Targets: Minutes per Week</i>					
	<i>1982</i>	<i>1983</i>	<i>1984</i>	<i>1985</i>	<i>1986</i>	<i>1987</i>
Years 7 and 8	120	150	150	150	150	150
Year 9	120	150	150	150	150	150
Year 10	90	120	120	150	150	150
Year 11	60	60	90	90	120	120
Year 12	*	60	60	60	90	120

*Where applicable, the Victorian Institute of Secondary Education or the Tertiary Orientation Program approved Year 12 subjects should be added.

The provision of specialist staff is central to this "New Directions" Policy and essential for quality physical education in all schools. Initiatives have been taken to guarantee an adequate supply of specialist staff to accommodate school needs.

Specialist Courses

In order to ensure an ongoing supply of post-primary specialists the Government has indicated to the Victorian Post-secondary Education Commission and to individual colleges that the existing intake levels to specialist courses will need to be maintained. Physical education is a section of the teaching profession which currently enjoys full employment and the Government's initiatives will ensure that this will continue well into the future. For recognition as a fully qualified specialist teacher of primary physical education we have adopted a policy which will require teachers to have completed a physical education major study sequence within the three years of initial training and a fourth year with specialist physical education studies or an equivalent.

Consequently, the Government has indicated to the Commission that -

1. the capacity to enable Diploma of Teaching (Primary) students to complete a major sequence in physical education should remain;
2. the capacity for Bachelor of Education (Primary) conversions and Graduate Diplomas (Primary Education) with specialisation in physical education should be retained; and
3. additional specialist courses should be supported.

There is a specific need to increase the

number of teachers in primary schools who have completed specialist studies. An increase in study leave opportunities for teachers to commence or finish fourth year studies in physical education is a major thrust of the implementation initiatives that we have developed for this policy. The Government will ensure that the maximum possible study leave opportunities exist for teachers to complete their specialist studies.

In addition, sixty designated physical education teachers each year will be provided with a one-day-per-week release from school duties to commence fourth-year specialist studies in physical education. These initiatives will be particularly significant in increasing the number of physical education specialists in primary schools. Over the five-year period until 1987, 300 teachers with major studies in physical education in their initial training and who are designated physical education teachers in their schools, will be able to become qualified as specialists in their subject.

The overall curriculum program structure for physical education as outlined by the Alternatives Committee Report has been accepted by the Government and from here on it will be the curriculum development framework for the planning of school physical education programs.

Outcomes of Physical Education

Physical education will continue to be regarded as an integral component of the educational process, with a fundamental role in the total development of the child, including his/her physical, intellectual, social, and emotional aspects.

Physical education makes use of a wide range of activities to produce the physically educated person who will

possess and present motor skills, physical fitness, knowledge and understanding, acceptable social behaviours, and positive values and attitudes.

An indication of student outcomes which would be expected from a well-planned and presented program by the end of Year 6, Year 10, and Year 12 has also been developed. This will serve as an invaluable guide for the development of individual school programs. A Statement of these outcomes as recommended in the Alternatives Committee Report is attached to this Statement. I seek leave to have it incorporated into *Hansard*.

In-service

The curriculum schema will be promoted by central and regional curriculum development agencies, physical education advisers, and through in-service education activities.

An additional initiative to support the provision of quality physical education has been undertaken in the area of in-service education. As a result of a successful budget submission, an additional \$10 000 has been specifically allocated to the State In-service Education Committee to boost the conduct of appropriate in-service education activities for teachers of physical education.

In respect of the provision of resource materials for physical education teachers, a further budget allocation of \$10 000 will be made available to reprint current physical education curriculum guides, and \$15 000 will be available to reprint and reproduce out-of-print physical education teaching materials.

Purchasing Equipment

As one of the first measures to assist schools implement the physical education policy, and in response to expressed demands from school councils, I announced on the 26th of July, 1981, that Victorian government schools will soon be able to purchase sporting equipment at reduced prices through the Stores Branch of the Education Department.

The introduction of the bulk-buying system will mean that fifty items of consumable physical education and sporting equipment, which have been recommended by the State Tender Board, will be able to be purchased at reduced prices. As a result, it is estimated that Victorian schools will be able to save approximately \$600 000 per annum on the purchase of such equipment.

The scheme will commence in 1982 and has not been opposed by the Retail Traders' Association on the basis of undertakings I have given on behalf of the Government that -

- there would be no re-sale to students, teachers, or parents, and principals will have to provide a written confirmation of this on any order form for equipment;
- there would be no paid advertisement in relation to the prices;
- there would be no provision for the purchase of personal sports clothing; and
- only the items on the approved list would be provided through the Stores Branch.

Facilities

As I outlined in my initial policy announcement, we are pursuing a course of action designed to provide an

appropriate indoor area for the teaching of physical education in schools.

Currently 57 per cent of primary schools and 72 per cent of post-primary schools have indoor facilities suitable for physical education. Over the past three years, thirty-five post-primary and seventy-eight primary schools have had indoor physical education facilities built.

At the funding levels of the present Parliament, the next Parliament would see an additional fifty post-primary schools being provided with Education and Community Activity Centres.

Already since the commencement of the Ecacentre Program, twenty-six such centres have been constructed or are currently under construction. When this program is completed, all post-primary schools with an enrolment of more than 210 students will have an indoor physical education facility. This will enable the government to devote some of the substantial funds being made available for this purpose to the provision of multi-purpose rooms in primary schools.

* * *

The physical education policy initiatives are designed to ensure the adequate provision of resources, both human and material, to support quality physical education in all schools. However, many of the significant decisions concerning the nature of the physical education program will remain with each individual school community.

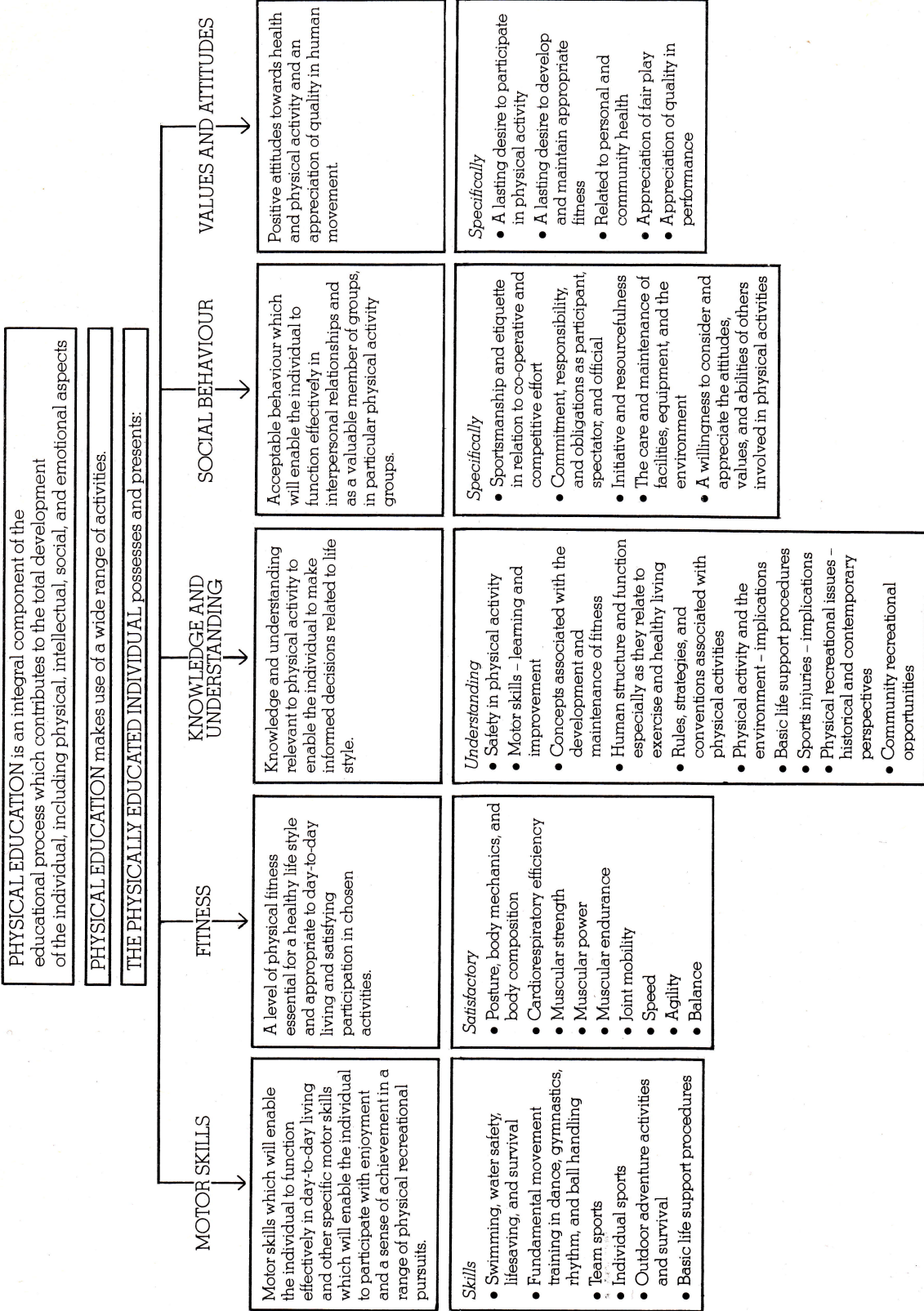
Accordingly, we will be promoting full discussion in each school community, and we will be producing promotional materials relating to physical education and the policy initiatives for use by principals, school staff, school councils, parents, and the community.

In summary, the Government is convinced of the importance and uniqueness of physical education as part of the formal education of each person. Consequently, physical education is to be regarded as a core subject in all schools with a time allocation of approximately thirty minutes per school day.

The physical education policy represents one of the first applications of the "New Directions for the Eighties" policy for Victoria and the core curriculum initiatives outlined by the White Paper on education for Victoria.

I will continue to seek the full achievement of the objectives of the "New Directions" Policy for physical education. The support of all Victorians is needed if all the objectives are to be realised. I am confident that this support will be obtained in the interests of all our children and the health and growth of Victoria.

STATEMENT OF OUTCOMES



Publications and Information Branch, Education Department of Victoria



F D Atkinson Government Printer Melbourne